

No one  
jumps a  
20 foot  
chasm  
in two  
10 foot  
jumps.

Miguel Guhlin

# Charter School 201

Memphis – October 2013

CS 101 Review (10 min.)

Application Review Exercise (30 min.)

Self-assessment (10 min.)

Q&A (15 min.)

# Strong School Leadership

High Confidence

Experienced,  
Trained, Focused  
on Nashville

(BES, NLNS, Leadership  
Fellows, etc.)

Network Supported  
Replication

(KIPP, Yes, LEAD, etc..)

Strong Experience or Board  
New to Schools

Strong Academic Focus, Mission, and Experience

Weaker Operations and Board

Well meaning and organized, but untrained and lacking in significant, real  
experience

Low Confidence

# Strong Board Leadership

High Confidence

Turnaround  
Boards

Experienced, Committed, Proper  
Role, Financial Strength

Board experience, financial strength

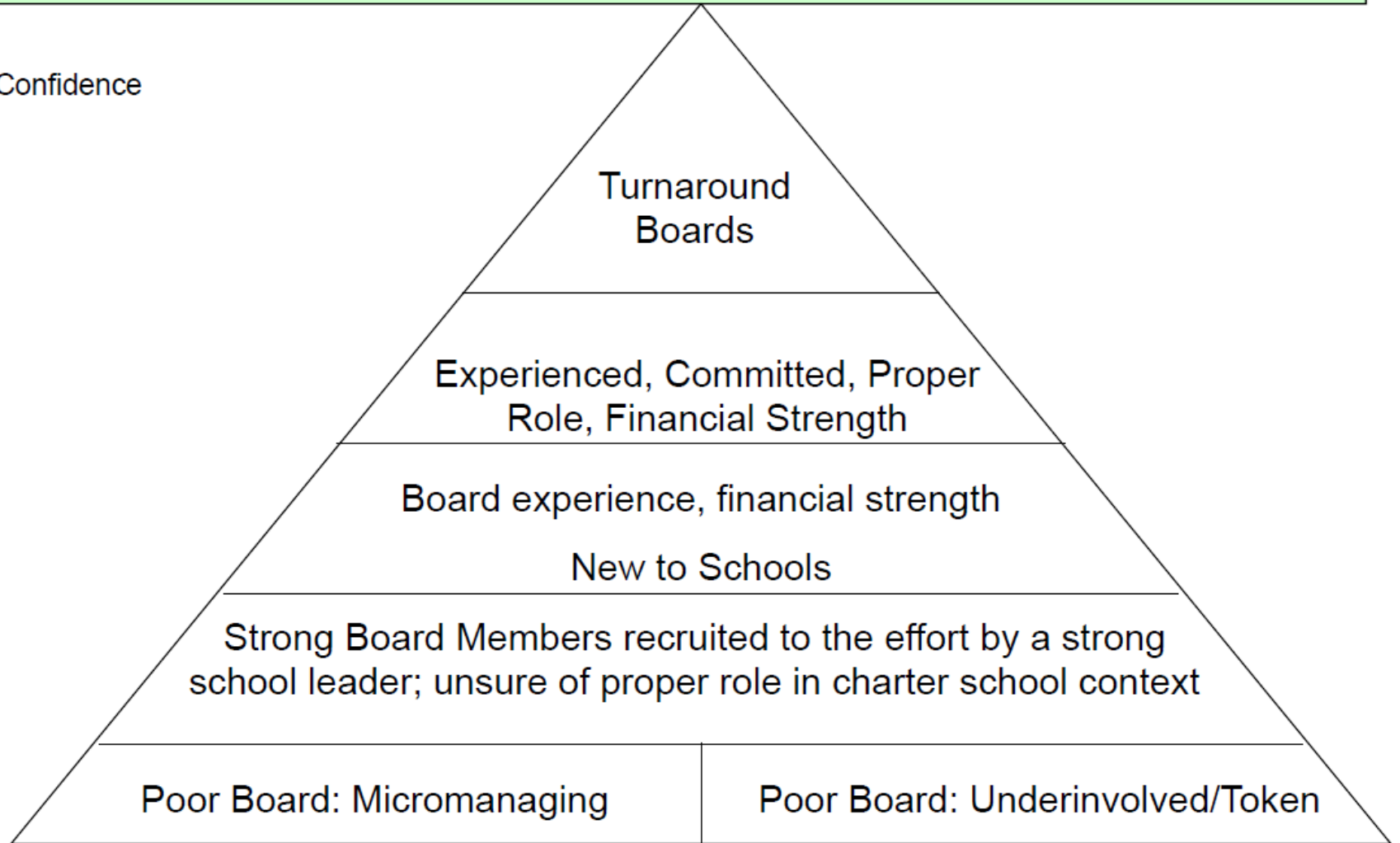
New to Schools

Strong Board Members recruited to the effort by a strong  
school leader; unsure of proper role in charter school context

Poor Board: Micromanaging

Poor Board: Underinvolved/Token

Low Confidence



# Strong Community Connections

High Confidence



Low Confidence

Specific  
students/  
families  
engaged

Specific Location and Population  
matched with innovation to meet the  
need

Strong theme supported by research and  
track record

General understanding of need for stronger schools and  
a curriculum and instructional plan that can promote  
such schools

Naïve paternalism

Excessive deference to community  
(Resistance to Testing)



# Applications



**ACHIEVEMENT**  
**SCHOOL DISTRICT**



# Academic Plan

Waddell Taxonomy Applied to Harry Potter's Teachers  
(Snape, Dumbledore, Hagrid and Trelawne) at Hogwarts

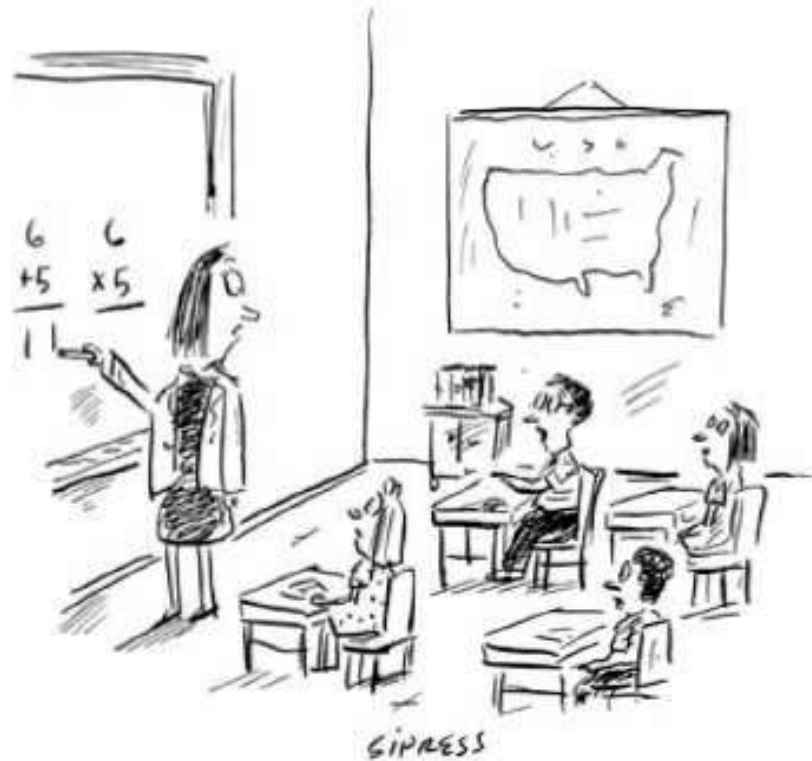


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# Operational Plan







*"When people say 'Do the math,' is this the kind of thing they're referring to?"*

How good is this application,  
really?



Let's investigate!

Art: Aram Bartholl



Where  
am I?



# Questions?

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